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ABSTRACT

Intended to provide readers with a variety of classroom activities using newspapers, this booklet begins with a brief explanation of the Newspaper in Education program. The second chapter discusses the various uses of the newspaper in the school curriculum, giving special consideration to the number of newspapers needed; the "how" of instructional use; teaching about the newspaper; teaching about the role of the press in a free society; the newspaper in developmental reading, remedial reading, and literature; the newspaper for writing skills and grammatical skills; and the newspaper in the social studies, political science, economics, sociology, and other disciplines. The third chapter offers tips for getting started--contacting the newspaper and determining cost, methods of payment, and services provided. The fourth chapter discusses how to evaluate the newspaper's effectiveness in education and the last chapter examines the newspaper as a resource in the classroom. (HOD)

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THE NEWSPAPER AS AN EFFECTIVE TEACHING TOOL

ED236690

A brief introduction
to the Newspaper in Education
concept

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ACKNOWLEDGMENTS

This booklet gives readers sample classroom activities for using newspapers in a variety of classrooms.

It is often hard to determine where ideas for activities using the newspaper originate. One good idea may spring up in several programs at the same time. Another travels from one community to another, usually with the creator's blessings, and it is difficult to track its source. Some of the activities outlined in Chapter II have been developed at ANPA Foundation specifically for this booklet. For the others, we want to thank and give credit to:

Associated Press Newspaper Reading Skills Development Program, developed by AP Newsfeatures and Curriculum Concepts, Inc., New York, N.Y.;

The Newspaper in Secondary English and Language Arts, The Minneapolis (Minn.) Star and Tribune;

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Chapter I

THE NEWSPAPER IN EDUCATION PROGRAM

A Brief Explanation

Isn't it strange that the phrase "day-to-day" usually is associated with the routine, the unchanging? In fact, the most thrilling, sobering and inspiring of events unfold on a day-to-day basis. Daily suspense and daily uncertainty accompanied the Revolutionary War, the building of America's democracy and the first footstep on the moon. Birth, death, the building and the dissolution of human relationships are recorded daily on our own individual calendars.

Students sometimes view day-to-day school attendance as a dull trap. Is it a training ground, they wonder, for what may be the daily boredom of adult life? It need not be.

Many teachers have discovered that newspapers can help banish this boredom and can help students become aware of the day-to-day excitement and challenge of their world. The newspaper, these teachers have discovered, has the capacity to arouse and to maintain interest — prerequisites for all learning.

This booklet examines the newspaper as a teaching resource. It describes what has come to be called the Newspaper in Education (NIE) program, and it tells how the newspaper can be valuable to both teachers and students.

The Newspaper in Education program is a cooperative effort of daily newspapers and thousands of U.S. and Canadian schools where the newspaper is used as a tool of instruction. Under the program newspapers provide copies of their papers to schools, sponsor teacher education programs, offer curriculum materials and generally help schools develop newspaper use for student learning.

There are more than 500 local newspapers currently providing newspapers to schools. This means there are more than 500 different programs, because no two are just alike in educational emphasis or services and materials offered. Flexibility is a key to NIE success.

The American Newspaper Publishers Association Foundation is a coordinating agency for these local programs. It develops and distributes materials, sponsors conferences for developing NIE programs, and advises individual schools and newspapers.

The use of newspapers to strengthen instruction at all levels is the goal of the Newspaper in Education program. It tries to:

- Help students become informed and involved citizens who can determine and guide their own destinies in a democratic society.
- Help students develop skills of critical reading, by teaching competence in newspaper reading.
- Provide educators an economical, effective and exciting teaching vehicle for lessons in writing, history, mathematics, current events, consumer affairs, ecology and scores of other subjects.
- Convey an understanding of the free press as an essential institution in a free society.
- Foster students' personal growth through use of the newspaper to provide information, entertainment and skills necessary for modern life.

Chapter II

THE NEWSPAPER IN THE SCHOOL CURRICULUM

Principal Uses of the Newspaper in the School Curriculum

What happens when you've bought the concept of classroom use of newspapers, and 10 or 30 or 150 newspapers arrive on the school doorstep? What then? The moment of truth has arrived when you must find what your students want to learn in that day's paper.

Relax. The facts and the fun are both there, and proficiency in finding them grows rapidly. The newspaper can be used successfully in many subject areas at various grade levels. In the early grades it is useful in teaching elementary language skills. Sustained use comes later, when—from fifth grade through college—the student reaches for the more advanced skills required for reading the whole newspaper. Students become mature enough then to see the entire newspaper as a printed symbol of the larger world.

While the number of newspaper uses is almost endless, the newspaper makes its greatest contribution to reading, language arts and social studies. But the math teacher who has students figuring sports percentages, the home economics teacher who uses the weekly food section, and the science teacher whose students are charting daily developments in the field of ecology know that the newspaper is highly useful in their classrooms, too. The chart on the following page outlines the major teaching goals related to the Newspaper in Education program and the curriculum areas where those goals can be reached.

Number of Copies

How many newspaper copies will each class need, and how frequently? That depends on whether copies can be shared, whether copies will need to be cut up or taken home or whether every copy will need to be examined at the same time. Reading classes, or classes studying fast-moving current issues, may want newspapers available each day; others will need them less frequently.

In addition to using current newspapers, teachers usually find a clipping file invaluable. Articles on topics of interest, especially those that arise continually in literature or social studies classes, can be collected and used repeatedly.

The "How" of Instructional Use of Newspapers

As with all instruction, the "how" of newspaper use is and must remain the choice of teachers. Over the years, though, trial and error have brought many educators to certain conclusions about newspaper use.

Isolated games and gimmicks using the newspaper may be diverting and fun. Weekly current-events periods may pound a minimal awareness of today's world into some students' heads. Papier-mache animals and folded paper hats may make constructive use of the newspaper as a crafts material. BUT . . . the newspaper does its best job when it is read for its content or to develop and practice learning

Teaching Goals	Type of Program
Teaching about the newspaper as an institution in a free society.	■ A unit of work introducing the 5th-9th grade student to the newspaper. ■ Study of the role of the press in 10th, 11th and 12th grades. Sequential study from grade to grade. Length of study will vary.
Teaching critical reading and thinking—use of newspaper as a principal tool to teach the skills taught in regular curriculum.	■ Teaching English mechanics (grammar, syntax, vocabulary, etc.) with the newspaper in all grades. ■ Sustained use of the newspaper to teach reading in upper elementary grades, junior and senior high. ■ Sustained use of the newspaper for remedial reading classes.
Teaching content and concepts in the social sciences. Use of the newspaper as a supportive tool or resource; developing the interest of young people in the world; helping them apply social studies theory and content.	■ Social studies and geography in all grades. ■ History in junior and senior high. ■ Sociology and anthropology in senior high. ■ Government (civics), especially where emphasis on local community is needed, in upper elementary grades, junior and senior high. ■ Economics and consumer education for junior and senior high students. ■ Contemporary studies; problems of democracy in senior high.
Fostering students' personal growth; use of the newspaper to provide information, entertainment and skills necessary for modern living.	■ Business, career and consumer education courses from middle grades through senior high. ■ Cooperative work training, adult education, distributive education, etc., courses in senior high and beyond. ■ Field visits, attendance at cultural and civic events in elementary, junior and senior high school. ■ Independent free reading for exploration and enjoyment at all levels.

skills; when it gives students answers to current questions; when it becomes a stimulus or tool for analyzing the elements that make a classroom subject worth learning; and when it stimulates students to explore independently.

The following pages outline activities in subject areas where the newspaper is most useful.

These activities are examples only, and do not constitute a comprehensive schedule of classroom work. In actual classroom use, they would be initiating, developmental or culminating phases of a larger teaching unit. Detailed curriculum materials which you can use to develop your own techniques are available from local newspapers and from ANPA Foundation.

Teaching About the Newspaper

Before students can read the newspaper well, they need to understand its basic structure. A unit introducing the newspaper gives them help in finding information and enjoyment in the newspaper. The index, the dateline on an article, the lead sentence—these and many more tools of the newspaper journalist can help students read the newspaper. Teaching how news stories are written in the inverted pyramid style; how deadlines shape the news; how editors decide what is (and isn't) news; how newspaper advertising serves as a community marketplace; how differences between news stories, feature articles and editorials can be detected—all these can help students understand the newspaper and read it better.

Sample Activity: Teaching About the Newspaper

Objective Students will understand how news is collected and published on a daily basis.

While this activity only presents very broadly the tasks needed to publish a daily newspaper, the student gains a better understanding of major newsgathering steps and the organization needed to put together the newspaper every day.

Activity The entire class, with the teacher acting as managing editor, creates its own newspaper in one hour. This takes some preliminary knowledge about the newspaper on the part of the students and some careful planning on the part of the teacher. The final newspaper **product** is not important—it is guaranteed to look hurriedly done. It is the **process** that counts in this exercise. Students will be learning some of the sequential steps necessary to produce each day's paper, and will come to grips with the pressures time and space put on those who collect and disseminate the news.

Several students are selected to take the role of personalities prominent in that day's news (national figures, sports personalities, local people involved in public life or human interest stories). Other students act as reporters or photographers. They interview the student-personalities and hand-draw pictures. The reporters prepare story leads and write them out or read them to the managing editor who types them. The typed or written stories are edited by student copy editors who also write headlines. Captions are written for the photos. Advertising copy writers prepare several ads of differing size and style.

The entire class, under the managing editor's direction, selects and tapes stories, advertisements and photographs on layout sheets drawn on the blackboard to produce the final "newspaper." A good follow-up for this activity is a tour of a newspaper plant.

Analysis—Questions for Students to Consider

- How does an editor plan for the next day's newspaper? What steps can be completed before the unpredictable rush of today's news?
- How does an editor choose today's news?
- How does the location of a news story within the paper assist the reader?
- How does time influence the way a newspaper is put together? How does time affect the way the class made today's "newspaper"?

Evaluation After this activity (and a plant tour if possible), split students into groups of five or six. Each group creates a flow-chart demonstrating the sequence of tasks necessary to produce one day's newspaper. Once a basic explanation of the function of a flow-chart is made, leave the format up to their creativity. Display the charts for viewing by other classes.

Teaching About the Role of the Press in a Free Society

In many high school social studies courses teachers include a unit aimed at helping students understand that a strong, free press and a strong, free country are inseparable. The press is a powerful defender of other free institutions and is a principal agent for informing public opinion. A responsible citizen needs to be familiar with these functions.

The study of the press as an institution examines the First Amendment as the basis of press freedom. It examines how the press provides a common currency of facts and ideas; how it informs public opinion; how it provides a public forum; how it serves as a public watchdog. It explores problems of fairness, credibility, secrecy, national security, censorship, reporter's privilege and free press-fair trial. Students examine the press' accountability to society, to truth, to its readers.

The daily newspaper itself is a good resource for illustrating these concepts and issues.

Sample Activity: Teaching About the Role of the Press in a Free Society

Objective Students will discover some of the benefits of the First Amendment.

The First Amendment guarantees that the press is free to report the news and to publish opinions undeterred by government regulation or censorship. It does not guarantee that a free press always will be fair or objective or that it will publish only pleasing news. Most newspapers believe it is their responsibility under the First Amendment to publish all the news they find, be it good, bad or controversial. To suppress news because it offends someone or some groups is to weaken the public's rights of free speech and free press which underlie all other freedoms guaranteed to citizens in a democratic society.

Activity Students divide into groups of three. Each group chooses a special interest category to represent. The following choices illustrate special interest groups which could be used. The activity will be most successful if the list includes groups currently in the news.

- Top government executives (local, state or national)
- Conscientious objectors
- Political terrorists
- Welfare recipients
- Union executives/members
- U.S. President and White House staff
- Industry executives/workers
- A foreign nation
- Members of Congress, legislature, parliament/city council
- Environmental protection groups
- Professionals (doctors, lawyers, journalists, etc.)
- Anti-pornography groups
- Minority groups

Each special interest group censors one day's paper. They cut out articles, photos, editorials, headlines, display ads, classified ads and comics which might disagree with any of their beliefs and display the offending words and pictures on a wallboard.

Analysis—Questions for Students to Consider

- What reasons does your group have for censoring the material you cut out? Would you like to maintain this right to censor?
- What problems do you see in allowing a group to censor the newspaper?
- What about the mistakes a newspaper makes—can they be prevented?
- Are there fair ways to allow individuals or groups to control what a newspaper reports?
- What avenues are open to groups which feel they are not getting enough (or the right kind of) newspaper publicity?
- Should a newspaper ever be restrained from publishing facts or opinions?
- Whom does freedom of the press benefit?

Evaluation Have the class research (individually or in groups) and report on any current legal restrictions on the freedom of a newspaper to publish the news—i.e. prior restraint, libel, judicial restraints.

The Newspaper in Developmental Reading

Students in primary reading classes can learn left-to-right sequence, classification, letter recognition and other skills from the newspaper. In upper elementary and secondary school, the newspaper helps students develop more advanced reading skills like applying information from one area to another; synthesizing information from different sources; reaching conclusions; and making judgments about authenticity and probability.

Students will acquire these reading skills and benefit from them only if they *want* to read. The person who can read and doesn't has little advantage over the one who is unable to read. The newspaper's varied, current, easy-to-read adult content is a natural generator of interest in reading.

Sample Activity: Teaching Developmental Reading

Objective Students will introduce themselves to the newspaper, and identify those portions which interest them.

This starter activity helps you find your students' levels of interest and reading patterns. For them, it provides a welcome period to "inspect the merchandise," without direction from an authority. They'll discover things they like and don't; in later discussions you'll be able to help them discover what it is about a newspaper feature that attracts them. This can lead into examination of writing structures, vocabulary, comprehension skills.

Activity

- Let the students handle the paper during the first class period with no direction or guidance. Observe what sections or pages command the attention of most students.
- On the second class day, ask the students to read or skim only those things that interest them and then list them on the chart like the one below.
- Compare your class observations on the first day with the student check sheets. Use results as a guide for future newspaper activities.

Analysis—Questions for Students to Consider

- What first attracts you to something in the newspaper? Habit? Photos or drawings? Headlines?
- Do you feel familiar enough with the paper to know which sections you prefer?
- In those articles you read completely, what held your attention? The subject? The writing style? Compulsion to finish what you begin?
- Are there other items in the newspaper which might interest you if you had more time? If you knew more about the subject? If the vocabulary weren't so difficult?
- Do you look at advertising? Why do you read an ad? Because it looks good, or because it features something that interests you?
- Can you think of different situations and times in your life when your preferences in newspaper reading would change? Why?

Evaluation After an interval of three to six months (during which the newspaper is used regularly as an instructional tool) have students repeat this analysis. Note the changes in habits and preferences with them, and help them analyze why the changes took place. Some correlation between these changes and newly-acquired reading skills should be possible.

Name or description of kinds of "things" read. See "Key" for more identification	Key	I read the entire thing	I read the headline only	I skimmed the thing	I looked at the picture only
1. Best Little Buy	Dis			X	
2. Rapid Transit	N		X		
3. Falcons Win	Pic				X

KEY

N – News or feature story
Ed – Editorial, Column, Letter to Editor
Com – Cartoon, Comics
Pic – News Photo
Dis – Display Ad
Clas – Classified Ad
Sp – Special feature

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The Newspaper in Remedial Reading

The skills taught in developmental reading and remedial reading classes are essentially the same. The intelligence of the students in both classes may differ little. The remedial students, however, for whatever reason, have failed repeatedly to learn how to read using conventional materials and methods.

So here they are in remedial reading with minds and enthusiasms dulled and anger sharpened. They not only need a wider variety of materials and approaches; they need to be convinced that reading will pay off in satisfaction and success. Here the value of the newspaper is clear. Handing the student a newspaper says, "I believe you can read what adults read." It offers students a wide variety of reading materials. Once their interests are aroused, students will plod through many obstacles to consume articles they really want to read.

Teaching objectives for remedial reading instruction need to be simple and straightforward, so that student progress can be verified easily and frequently.

Sample Activity: Teaching Reading Skills in Remedial Reading Classes

Objective Students will use newspaper headlines and articles to identify the "main ideas."

This simple exercise injects some self-evident logic into the sometimes frustrating task of identifying the main idea of a paragraph or an article. Once students recognize that headlines, of necessity, must convey the main idea of a story, they'll understand better the purpose for identifying that idea.

Activity First, create a bogus newspaper page of articles and photos without headlines. Ask students to react to its appearance and readability, and to critique the lack of clues about the text.

Then have the students select from the newspaper five brief articles with headlines that clearly express the main idea. (Each student should have a different section of the newspaper—this will necessitate using one copy of several days' issues.) Each student cuts the headlines from the articles, places all ten pieces in an envelope, and trades envelopes with another student. The task is to reunite each article with its original headline.

Analysis—Questions for Students to Consider

- How does a headline help you understand an article?
- Does every headline give the main idea of an article? Or do some concentrate more on human interest or humorous sidelights of the story? Why is this done?
- What words in the headline are left out which you might use if you were telling the story yourself? Why are they left out? Do these omissions affect your understanding of the headline?
- How does space limit the number of words or letters in the headline? Will the size of the headline and the number of columns the article occupies on a page affect this?

Evaluation Students work together in small groups to compose headlines for the articles on the original "bogus" newspaper shown them, choosing a preferred type size and limiting headline length to the number of letters possible per column in that type size. (A chart showing type size and letter count will be needed for this activity.)

The Newspaper for Grammatical Skills

Teachers find that the lively and constantly changing subject matter in the newspaper stimulates the teaching of such skills as sentence structure, capitalization, punctuation and spelling—and often teaches them better than regular texts.

The student can learn syntax by analyzing "the batter hit the ball over the fence." A good sentence, but it doesn't have the appeal of "Namath Touchdown Gains Victory." Students can learn more here than just grammar. They can learn that the grammatical structure which clarifies reading and writing also helps them deal with information about the real world in which they live.

Sample Activity: Teaching Grammatical Skills

Objective Students will recognize how each element of the sentence contributes to meaning.

This activity has the appeal of a puzzle. It dramatizes the task of each part of speech, and it illustrates for students how teachers suffer when they read student papers with missing subjects, predicates or modifiers.

Activity Take four articles of three or four paragraphs each, make a copy of each, and distribute to each student. Subtract verbs from one article, leaving underlined blanks. Subtract nouns from the next article, modifiers from the third, and articles from the fourth.

Ask students to rewrite each article by filling in each blank with a verb (or noun, modifier, article) that represents their best guess of an appropriate word. After they're through, pass out copies of the original articles. There will be some surprises.

Analysis—Questions for Students to Consider

- Which part of speech gives a sentence its meaning? Which of the four articles was hardest to reconstruct?
- Look at news stories, feature stories, editorials, reviews, even cartoons and comic strips. Is the importance of a part of speech changed by the style and purpose of the article?

Evaluation Students can write news or feature stories of their own about local events, with special emphasis on using correctly the parts of speech which seem most important to the meaning. When you examine their papers, try marking in green all the gramatically correct sentences—it serves the same purpose as marking mistakes in red, but it's a welcome change for the student!

The Newspaper for Writing Skills

The newspaper is full of models for various writing styles. News and feature stories, reviews and editorials, the comics, display and classified ads—all illustrate ways to communicate through writing. And these models are not abstract or dates; they relate directly to student interests.

The newspaper must communicate with its readers to remain in business in a free economy. Good writing is not a theoretical principle for a newspaper; it's a necessity. Style must match content. The newspaper, therefore, offers models of how to write concisely, imaginatively, simply, objectively and intelligibly.

Sample Activity: Teaching Writing Skills

Objective Students will recognize and be able to use the "inverted pyramid" style of news writing.

Anyone able to master the inverted pyramid style of writing will find it an asset. In this age of over-produced and under-consumed communication, the talent to write simple, straightforward sentences cannot be overestimated. This activity is considered an old stand-by among educators who use the newspaper to teach different styles of writing.

Activity Have each student choose events described in a story, poem, essay or novel and write a news story based on those events. A fairy tale is often a good candidate for this treatment, as this example shows:

Missing Girl Found Unharmed, Dazed

The object of one of the largest searches in Cook County's history, Goldie Lox, was found unharmed in Schiller Woods Monday evening.

More than 500 volunteers combed the woods for five hours after Goldie, 11, daughter of Mr. and Mrs. Jason Lox of 1525 N. Grove St., Norridge, failed to return home from school.

Searchers using bloodhounds from the Cook County Sheriff's office located Goldie sleeping in a small cave on the bank of the Des Plaines River near the center of the forest preserve.

She was examined and released from West Suburban Hospital. Doctors said she was unharmed, but suffered from exhaustion and from a persistent delusion that she was abducted by bears and hidden in their den.

Goldie is a 5th grader at Hitch Elementary school in the
is the youngest
Her two

Analysis—Questions for Students to Consider

- There are major differences in the original piece you chose and the news story you wrote—what are they?
- Why do you think the author chose this particular style of writing? What does this tell you about the purposes of different writing styles and organizations?
- What clues in writing style would you look for if you wanted to find out whether a piece of writing was supposed to inform you, make you laugh, convince you of something, or entertain you?
- How many styles of writing other than the straight news story do you find in the newspaper? Together with a partner, give each style a name and describe its purpose in your own words.

Evaluation Each student writes a news story about a current school happening based on notes taken from first-hand observations and interviewing of participants.

The Newspaper in Literature

You can enrich the study of literature if students can see parallels in everyday life. Literature usually deals with the eternal human predicament of what it means to be alive and to relate to others. That also is the concern of the newspaper.

Keep a clipping file for this use of the newspaper. Today's newspaper may have a story about people who are economically deprived; tomorrow's paper could have a story on migrant farm laborers, both of which would help in discussing *The Grapes of Wrath*.

Sample Activity: Teaching Literature

Objective Students will understand that the personal and political conflicts which led to the assassination of Julius Caesar have parallels throughout history, including today.

Will political plots and assassinations ever be merely past history? If students can understand the roots of violence in Julius Caesar, they will see its relevance to the violence of our own time.

Activity After reading Julius Caesar, students (individually or in groups) research the political situation surrounding recent assassinations. Local newspapers may be able to provide copies of the front pages reporting the deaths of John and Robert Kennedy, and Martin Luther King. Coups and assassinations of international figures reflect many of the same political ambitions and manipulations present in Julius Caesar. Present-day conflicts (between Israel and the Palestinian guerrillas; Catholics and Protestants in Ireland; Greece and Turkey; the ruling governments and revolutionaries in some South American and African countries) will get students thinking about the potential danger to current political leaders. Sharing the background of recent assassination attempts illustrates for students the relationship between the incidence of violence and the use and abuse of political power.

Analysis—Questions for Students to Consider

- In Julius Caesar, what were the motivations of Caesar, Brutus, Cassius, Mark Anthony? Was each hoping for personal or political gain, or both? Answer the same questions about a recent assassination.
- Is it easy to identify the "right" or "wrong" protagonists in a conflict which leads to assassination?
- Did the people in these conflicts seem to act independently or were they influenced to act in ways they might not have chosen on their own?
- What are the major reasons that an individual or group feels justified in taking a political leader's life? Could these reasons ever justify such action to you? Think about the unsuccessful attempt to assassinate Hitler during World War II—was that justifiable?
- What solutions to orderly political change other than assassination and violence might work better? Considering human nature, is it possible to resist the use of force? Do you think you and others can make the future less violent?
- Is Shakespeare's play so vivid that you can sense the feeling of hope and anger and fear which are present when a leader is assassinated? How does Shakespeare transmit these feelings?

Evaluation Members of the class compose and produce a play enacting a recent assassination. The dialogue and actions should reflect conclusions reached in the suggested analysis questions.

The Newspaper in the Social Studies

Social studies classrooms have changed radically in recent years. Students no longer just memorize names, dates, places and events. They try to discover the concepts and processes which the names, dates, places and events illustrate. They inquire, research, hypothesize, test those hypotheses and draw conclusions about the course of human events. They weigh social and moral values. They view the teacher less as the source of all knowledge and more as a research adviser.

What better place, then, for the newspaper than in the social studies? The newspaper is filled with events and human interactions that are the raw materials of the social studies. It invites parallels between past and present happenings. Long-standing issues—labor-management, economic development, minorities, population, ecology and many others—are reported and analyzed each day.

The newspaper encourages discussion because it reports things that still are happening—that can't be fully explained because the answers are not yet in.

The most recent social studies textbook is two years old on the day it's published. That can be a problem when a new amendment to the Constitution is ratified, or a colonial nation wins independence, or a battle ends, or a president is elected. Newspapers update the textbook by following and recording such changes every day.

The sample activities that follow illustrate the potential impact of newspaper use in several of the social studies disciplines.

Sample Activity: The Newspaper in the Social Studies (Teaching Political Science)

Objective Students will be able to give at least three reasons why in recent decades the relative powers of Congress and the President have appeared to vary.

The Constitution is full of devices in which one branch of government checks and limits another. Many political scientists feel that in recent decades the executive branch of the federal government has come to dominate the legislative arm.

In this activity students review the historical problems Congress has faced in counterbalancing presidential power. The activity will succeed if students come away convinced that the abstract term "checks and balances" relates directly to the candidates they will vote for some day, to the government services they enjoy, to the government controls they are subjected to, and to the watchdog role of their free press.

Activity Assign groups of students to analyze shifts in legislative and executive federal power since the Civil War (e.g., one group could be assigned the period of Reconstruction). Have the class document these shifts and chart the reasons for them on a blackboard or in a notebook.

Over a period of several months, have the class devise a method for clipping articles from the daily paper which deal with the conflict between today's legislative and executive leaders. At the end of that period let the class analyze these clippings and have them develop a final document identifying trends in the balance of power.

Analysis—Questions for Students to Consider

- Do you think the framers of the Constitution realized that the checks and balances written into the document would cause friction and delay in running the government? Why didn't they develop a system which works more smoothly and efficiently?
- What historically have been the major sources of conflict between the executive and legislative branches? Are there conflicts which existed once and now no longer matter? Are there entirely new conflicts today?
- What procedures and regulations in Congress have kept the House and Senate from acting swiftly and showing more leadership? What effect does the period between elections have on the relative power of the House and Senate?
- What opportunities does the president have to exercise power that the legislative branch lacks?
- How does the free press function to check and balance both president and Congress? Is this in the Constitution, too?

Evaluation Students write their individual opinions on what will happen to the balance of power between the executive and legislative branches in the next ten years.

Sample Activity: The Newspaper in the Social Studies (Teaching Economics)

Objective Students will learn of some of the effects of shortages of resources or products.

Activity Over a period of a month or two, ask students to collect a class clipping file on any newspaper coverage of resources or products in short supply—locally, nationally or internationally. Tell them not to limit the scope of their search. News articles, editorials, advertisements, business and stock market reporting can all reflect shortages in supply. The scarce item may be one of relatively minor significance (jackets with school insignias) or something vital (food, oil, wood, etc.). Once the file is well-stocked, allow the class to divide itself in any way it determines to:

- Categorize the resources or products in short supply.
- Analyze and chart the difficulties each shortage is causing.

Analysis—Questions for Students to Consider

- How does this shortage affect you personally?
- Has the shortage affected prices of this and other products?
- How does it affect business in general? Which specific businesses or industries are particularly affected?
- Is this a crucial product? In other words, could you get along without it, or use substitutes?
- What are governments, businesses, and private individuals doing about this shortage? Could they be doing more? What, in general, is the public reaction to the situation?
- Why is this resource or product in short supply? Can you find specific proof that the shortage is as real and crucial as it seems?

Evaluation Students brainstorm together to develop some general statements they can make after their research about the cause and effect relationship between supply and demand. Compare these with the basic supply and demand theories explained in a good economics text book.

Sample Activity: The Newspaper in the Social Studies (Teaching Sociology)

Objective Students will make **objective** judgments about the necessity for and role of police in their community.

Activity This is a good small group project. Students collect, over a three-week period, all information available about police in their community–newspaper coverage of police activities as well as public information materials from the local government. Members of the group also interview 10 people in the community, asking some of the following questions:

- Have you ever had to call upon the police for help?
- How did they respond? Did you get the help you needed?
- Do you feel that the police are really "on the job," protecting you, your home, your community and the people in it?
- What do you recall hearing or reading about the local police force in recent weeks?

Finally, group members interview several members of the local police force to find out more about them, their jobs, and how they feel about their work and about the community. Some possible questions:

- What are your regular duties?
- What unusual incidents have happened to you in carrying out your duties? Did they involve personal danger? How did you feel at the time?
- Is your salary adequate compensation for what you do?
- What do you feel about this community? About the various groups within the community? What do you think they feel about you?
- What do you think of newspaper coverage of police work?

The group presents its findings to the class in the method of its choice–charts, collages, debates, panel discussions, visits by police representatives, reports, role-playing demonstrations. Several class sessions should be scheduled. This is a topic of great interest and controversy among young people, capable of stimulating strong class interaction.

Analysis–Questions for Students to Consider

- What, according to your findings, are the duties of the police in your community? In your estimation, which duties are more important?
- What general attitudes do you find among citizens toward the police, and vice versa?
- What risks must the police take in protecting the community?
- Are the police engaged in efforts to better police-community relations?
- Do you believe there are other attempts that could be made to help citizens (especially young people) and the police work together better?
- What part can the newspaper play in insuring effective police protection? Does your newspaper give enough coverage to police activities?

Evaluation Members of the small group develop a questionnaire on knowledge about and attitudes toward the police to be given to other class members before and after the class presentation. Shifts in responses are graphed. Each group member writes a subjective essay describing any changes in his or her views about the function and performance of police in society as a result of this study.

. . . And in Other Disciplines

- Science classes use newspapers to learn about weather, natural disasters, medicine, environmental problems, space exploration, synthetic products and energy.
- Math classes use newspaper advertisements, sports pages, financial sections, weather reports and recipes to learn weights and measures, add dollars and cents, compute interest, find averages and develop charts and graphs.
- Adult basic education classes and courses for adults learning English as a second language use newspapers because they contain the information adults need to run their own lives.
- Special education classes, therapy groups and prison classes use newspapers because they fill their specific needs.

Where else can newspapers be used? It's up to you. The effective uses of the newspaper in education will continue to multiply with increased exposure to the professionalism and imagination of educators. ANPA Foundation and your local newspaper welcome a chance to share your ideas with other educators.

Chapter III

GETTING STARTED: WHAT TO EXPECT FROM YOUR NEWSPAPER

Contacting the Newspaper

What steps should you take if you decide to use the daily newspaper in your classroom? More important, what help will you receive, and from where?

In most areas of the U.S. and Canada, a local newspaper will have an NIE program in operation. Phone the newspaper and ask for the staff member in charge of that program. This person may be a full-time NIE coordinator or the circulation, promotion or community relations manager performing part-time NIE duties. Where no staff member has an assigned responsibility for NIE, the teacher should contact the circulation or promotion manager.

This person will help you get copies of newspapers, suggest instructional aids or answer questions as they arise (e.g., prompt delivery of newspapers).

Who Pays for the Newspapers? How Much?

Many newspapers have a special education rate—often half the single copy price. Some papers offer complimentary copies for a limited time to teachers.

The school principal or other appropriate school administrator usually needs to authorize expenditures for newspapers. In some schools students pay either monthly or as part of an annual books and materials fee.

Services Newspapers Provide

Both the newspaper and the school have a stake in helping students get the most out of their newspapers. The two institutions often work together to increase teacher competency in the use of newspapers.

The teacher may be able to take advantage of a course or workshop sponsored by a newspaper. This may be a one- or two-day inservice workshop. It may be a credit course on the newspaper as an instructional tool, co-sponsored by the newspaper and a university. Cost of the training is usually shared by the participating sponsors, the newspaper, the teachers, the school system or the college.

Many newspapers offer curriculum guides and lesson plans either free or at cost. Frequently newspapers and school systems cooperate to produce their own materials; others make use of booklets, kits and guides prepared by other newspapers or distributed by ANPA Foundation.

There are other optional services which newspapers offer to schools and teachers. They may:

- Sponsor attendance of newspaper personnel, teachers or administrators to regional or national conferences dealing with the use of the newspaper as a teaching tool.
- Offer newspaper plant tours for school classes.
- Pay travel and expenses for outside speakers for local workshops.
- Reprint articles useful to teachers.
- Make classroom presentations explaining the newspaper.
- Provide the ANPA Foundation Newspaper Test to measure students' newspaper-reading abilities and their progress during an NIE program .
- Distribute films about newspapers.
- Provide collateral materials which help correlate newspaper and course content.

Chapter IV

EVALUATING THE USE OF THE NEWSPAPER IN EDUCATION

How do you measure how well students are learning with the newspaper? The answer to this depends largely on what kind of objectives have been set for each individual program. Most programs have either of these two objectives: (1) to help students become well-informed, discriminating newspaper readers, and (2) to provide students with contemporary, relevant materials for building knowledge, developing skills and dealing with feelings and values. Day-to-day observations of improved skills and attitudes are one kind of evaluation. There is a "feel" to a classroom where student interest and achievement have been stimulated by good methods and materials. Specific tests, however, may be desired for formal measurement of progress. ANPA Foundation is interested in receiving any results of careful testing related to student use of newspapers.

Teacher-made tests. As teachers are exposed more to new trends in teaching, they are becoming more proficient at developing such new educational strategies as learning activity packets, which emphasize individualized learning. A learning packet includes a pre-test; a group of activities to complete, with self-tests along the way; suggestions for further study; and a post-test when the packet has been completed. Under this system, teachers, of necessity, must devise their own testing. But the ANPA Foundation test might be incorporated or at least serve as a guide.

Standardized tests. Many school systems administer some kinds of standardized testing programs at most grade levels. These may be used in evaluating a controlled newspaper study (with groups using newspapers and groups not using them).

The ANPA Foundation Newspaper Test. A student's ability to read the newspaper intelligently can be tested through the use of the ANPA Foundation Newspaper Test. This test, using a simulated "newspaper" and pre- and post-tests of 30 newspaper reading skills, measures competence in reading and understanding the content of the daily newspaper. Teachers who have used it attest to its effectiveness.

There are four forms of the test, two for junior high and two for senior high. Teachers may choose to administer only one test which will help diagnose newspaper reading deficiencies of their students. At his or her discretion the teacher may administer the second form to measure student progress in reading newspapers.

The following pages illustrate the front page of the simulated "newspaper," sample questions from one form of the test and the reading skills and understandings identified in the test.

Sample Page from Simulated "Newspaper"
Used in ANPA Foundation Newspaper Test

Governor Calls Session On Taxes

By RONALD McVAY
Chief Legislative Correspondent

STATE CAPITAL—Gov. Preston Forbes today called a special session of the Legislature for noon Monday to consider new state taxes. He said the additional levies were necessary to meet the state's mounting deficit, for which he placed the blame in large part on the controversial medical insurance program.

The two houses of the Legislature will convene in the House chamber to hear the governor's message, which is expected to be posed on a request for a state income tax.

Such a request would face difficult going, however, as leaders of both houses are on record against an income tax. They are expected to propose instead a doubling of the 2 per cent sales tax and penny increases in a series of existing state excise taxes.

The Senate majority leader, Blair Paxton, said the governor's message would receive careful study but that he doubted an income tax was necessary. The Assembly speaker, Walter Wilson, was more blunt.

"An income tax doesn't have a chance in the Assembly," he said. "The first thing we'll do is a little trimming on the budget, including the medical program."

The deficit, already $150 million, is laid largely to the medical insurance program. In effect since Jan. 1, the program has been far more costly than had been predicted and is expected to exceed its projected cost for the year by $200 million.

The deficit is attributed in part also to the state's ambitious anti-pollution campaign, launched before any substantial

Continued on Page 4

MIDDLETOWN
Daily News
Volume No. 1,000

Curtis Is Named 1st City Manager

By BRIAN CROWTHER
Daily News Political Writer

The City Council ended more than a decade of controversy last night when, by a margin of one vote, it named Middletown's first city manager.

Mayor Henry Hopkins, who previously had maintained a stance of neutrality, cast the decisive vote.

Voting with him were Councilmen Richard M. Burnes, George Maloney, Charles R. Stone and Frank Prince. Voting "no" were Councilmen Ralph W. Anderson, David Pardy, Henry T. Williams and Robert L. Wright.

Named to the new post was John Curtis, now city manager in upstate Portville, who has 28 years of experience in municipal government. His salary will be $25,000 a year.

The State Legislature approved the necessary changes in the city charter two years ago, with the stipulation that they could not take effect until a manager actually was chosen.

Hopkins said Curtis would join the official family in about 60 days.

Reached by telephone late last night after his appointment was approved, Curtis said he planned no immediate changes in Middletown.

"The first thing I'll do is get acquainted," he said. "I plan to spend several days walking around the city, just talking to people and observing."

Continued on Page 4

Staff Photo by Howard Thomas

ilson Wire and Cable Co. workers shout approval during meeting yesterday in gh school auditorium o motion giving leaders authority to strike.

Vilson Wire Plant Struck

duction workers at
nd Cable
mid-
om-

a new contract. We are on strike."

The union had sought an across - the - board increase of 50 cents an hour, three weeks vacation after ve years and four weeks er 10 in addition to im- d medical bene

The Union president, George Dixon, told newsmen he would not comment on how far apart the two sides were, pending resumption of talks. He s new date had been hat he expected h with com

Search Begins For Missing Sub

SAN JUAN, Puerto Rico (AP) — An air-sea search is under way 100 miles north of here for a Navy research submarine with a crew of four that was reported missing yesterday.

The missing vessel, Woods Hole III, had been on a routine survey of the undersea terrain when its radio signals stopped at 9:08 a.m. yesterday, according to Navy officials here. The 24-foot submarine then failed to surface, as it was required to do even if its mechanical air filters were not working.

Word of the loss of the sub's signals was radioed to the Navy base here by the submarine tender Galway, which was on duty with the Woods Hole III, and planes and ships with submarine-detection equipment were sent to the scene immediately.

Two destroyers equipped with the latest submarine-dete tion devices we pate ed from the Sta al

92

Sample questions from ANPA Foundation Newspaper Test.

1 The story about taxes (page 1) was probably obtained by a reporter

1 from a wire service interview with Governor Forbes.
2 who heard the governor deliver this speech on television.
3 who copied a bulletin released by the governor's press secretary.
4 whose main job is covering the state legislature for the *Daily News*. 1.....

2 In regard to a state income tax, Blair Paxton and Walter Wilson

1 disagree; Paxton is against it.
2 disagree; Wilson is against it.
3 agree that it is needed.
4 agree that it is not needed. 2.....

3 According to this news story, the governor is expected to propose

1 an increase in existing taxes.
2 a reduction in state services.
3 a state income tax.
4 an inheritance tax. 3.....

4 Brian Crowther, who wrote the story about the city manager (page 1), is a

1 syndicated columnist.
2 *Daily News* managing editor.
3 *Daily News* special correspondent.
4 *Daily News* reporter. 4.....

5 Until the appointment of John Curtis, Middletown had been run by

1 a city charter.
2 the state legislature.
3 a mayor and city council.
4 the previous city manager. 5.....

6 The close vote on the appointment of John Curtis was due primarily to

1 lack of confidence in his ability.
2 the opposition of several council members to the city manager plan.
3 the equal division of the council between Democrats and Republicans.
4 the opposition of Mayor Hopkins to this appointment. 6.....

7 Which of the following probably sent in the story about the strike (page 1)?

1 A reporter who sat in on the negotiations
2 A reporter who questioned negotiators after the conference
3 George Wilson, president of the company
4 George Dixon, president of the union 7.....

8 Which of the following are on strike at Wilson Wire?

1 Machine operators
2 Office workers
3 Salesmen
4 All of these 8.....

9 In comparison with radio and television reports of an incident like the missing submarine (page 1), the newspaper account is likely to be more

1 accurate.
2 detailed.
3 impartial.
4 up-to-the-minute. 9.....

10 Captain Young mentioned that the ocean floor is smooth in the area of the missing Navy submarine (page 4) because

1 that will make the rescue operations easy.
2 he thinks the submarine could not have hit anything.
3 electronic devices can more easily locate objects on smooth surfaces.
4 the map shows little variation in depth of water in that area. 10.....

11 The editorial on taxes (page 2) comments on all of the following EXCEPT

1 the kinds of legislative action that it opposes.
2 ways to reduce the cost of state services.
3 reasons for the increase in state spending.
4 the need for additional revenue.

EXCEPT 11.....

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Competencies Identified in the ANPA Foundation Newspaper Test

I. Competence in Reading Newspapers

A. SKILL

1. Ability to spot the main point or emphasis quickly and to distinguish it from background, details, misinterpretations, and points not covered. The skilled newspaper reader knows that main point is likely to come first.

2. Ability to check off information quickly and to reject points not made, views not expressed, unwarranted interpretations, etc., ..."

3. Ability to distinguish exact, careful interpretations from slapdash, unwarranted, unqualified interpretations, reading in more than is justified by the context, imputing sinister motives, or giving fanciful meanings to ordinary events.

4. Ability to distinguish what was reported as a fact from expressions of opinion, the statement of a qualified observer, or quoted statements that may or may not be true.

5. Ability to locate desired information quickly.

6. Ability to recognize which stories or features best illustrate a given point, such as something teenagers did that was good, the point of an editorial, cartoon, or material of only local interest.

7. Ability to interpret editorial cartoons; e.g., The main point is . . . The cartoon represents the concerns of . . . A headline related to this cartoon is . . .

8. Ability to interpret details in photographs: e.g., The person in the middle is the . . . The baseball picture shows that . . .

B. KNOWLEDGE

9. Knowledge of either indicated or probable sources of information: e.g., wire service, special correspondence. Where did the reporter get this information? The person most likely to write this article was . . . The information was probably given out by . . .

10. General knowledge likely to be acquired by newspaper readers and needed to interpret reports: e.g., why pickets are used in strikes, or an event that could have happened recently.

11. Knowledge of the meaning of terms often used in various types of reports: e.g., fringe benefits, production workers, sweeteners, amnesty.

12. Knowledge of newspaper format: usual location of editorials, political columns, classified ads, sports, etc. Index on page 1 expected and used.

13. Knowledge of technical newspaper terms: e.g., dateline, by-line, banner, masthead, caption, etc.

14. Wire services: identification (AP), functions, advantages, kinds of material they furnish: e.g., Which of a set of given stories is likely to appear in almost the same words in other newspapers of this date?

C. JUDGMENT

(*Judgment* is here distinguished from *Skill* chiefly in that it implies an ability to evaluate in addition to an ability to understand. It is often developed by maturity and experience rather than by practice alone.)

15. Ability to assign causes, reasons and motives.

16. Ability to interpret attitudes toward a situation or course of action: e.g., Do X and Y agree or disagree in their attitude toward this proposal? What attitude does a given action imply? What event would favor or oppose a given course of action?

17. Ability to judge why a statement was made: e.g., He tries to give the impression that . . . X is cited as an illustration of . . . The purpose of this discussion is . . .

18. Ability to see implications or to extrapolate from given information: e.g., The governor's action suggests that he . . . The report implies that the present practice is . . .

19. Ability to judge the relative importance of various points: e.g., The chief purpose is to . . . The immediate purpose of the treaty is . . . His chief criticism is directed against . . .

20. Ability to judge what is happening in terms of what generally happens in similar situations: e.g., Why is the airport expansion to be paid for by taxpayers? . . . The strike settlement will probably result in . . .

21. Ability to anticipate what is likely to happen next in a given situation: e.g., The next development in the strike is likely to be . . . The most probable result of X will be . . . The governor is likely to . . .

22. Ability to judge why various kinds of material of specific items are published: e.g., editorials, opinion polls, columns, reviews, letters to the editor, etc.

23. Ability to recognize differences in the kinds of language or style that is appropriate for various kinds of material.

24. Ability to interpret and assess advertisements: e.g., main emphasis, general credibility, inferences that can and cannot be made.

25. Ability to interpret and criticize opinion polls: e.g., Which conclusion is supported by the poll? Is the sample representative? Is it large enough? Does the wording of the question bias the results?

26. Ability to criticize various types of material: e.g., letter to editor for evident prejudice, opinion poll for wording of question, review of art exhibit for "flamboyant" style, etc.

27. Ability to recognize and appraise differences between newspapers and other media: e.g., more emphasis on local and state news, greater detail than radio and TV news, NOT necessarily more accurate or up-to-the-minute, etc.

II. Understanding the Roles of Newspapers in a Free Society

28. Understanding that freedom of the press is protected by the First Amendment and includes freedom to ferret out and publish news without official permission or censorship, and that minorities have the right to publish unpopular views.

29. Understanding that the press is responsible primarily for the accuracy and completeness of its coverage of important and interesting events, both in reporting the facts and in interpreting their meaning. It is generally much less subject to political pressure than the press in totalitarian countries.

30. Understanding that the press is responsible for libel and hence is unwilling to publish letters to the editor that attack character, but is quite willing to print opposing views.

31. Responsibility of the press for arousing interest and concern for public issues and problems and for attempting to formulate and guide public opinion.

32. Responsibility of the press for keeping officials responsive to the public interest by calling attention to their decisions and actions and by exposing graft, corruption, inertia, inefficiency, waste, etc.

Chapter V

PARTNERS IN EDUCATION
The Newspaper as a Resource in the Classroom

John H. Haefner,
Professor of Social Studies Education
University of Iowa
and
Educational Consultant for ANPA Foundation

Categories and stereotypes, while useful, can be dangerous because they sometimes accentuate differences and conceal similarities. Newspapers and schools are a case in point. The differences between these two institutions are obvious and real. But they also are alike in two immensely important ways.

First, they are both very *human* institutions whose ultimate success rests almost wholly on the quality of the human beings who staff them. And second, they are both engaged in the enterprise of educating human beings, adding to their store of knowledge, extending their horizons, and helping them make some kind of sense out of the bloomin', buzzin' confusion that surrounds each of us.

As Henry Ward Beecher once put it, "Newspapers are the schoolmasters of the common people." Millions of adults, if they read anything at all, read only the daily newspaper. For them the press is "the school-after-school," their only window on the wide world beyond their narrow community. For the tutored and untutored alike, the mass media, and most particularly daily newspapers, play a dominant role in the on-going and continuous life process of education.

Newspapers are private institutions with great public responsibilities while schools are public institutions with great responsibilities for private individuals. But both are engaged in the monumental task of public enlightenment.

What People Seem to Expect of Their Schools

The masses of people who pay taxes supporting public schools are not particularly eloquent in expressing what they conceive the purposes of education to be. Over the years, though, national educational trends have reflected general public opinion of educational goals.

In the United States, the history of education paralleled political development. Education was at first limited to an elite group, as was political participation. Its purpose was straightforward: the preparation of the clergy and of lawyers.

When the democratic concept of popular self-government developed in early America, the men who charted its course perceived that this lofty ideal was premised on a very practical consideration. "Nothing could be more irrational than to give the people power," said James Madison, "and to withhold from them information without which power is abused. A people who mean to be their own governors must arm themselves with power which knowl-

edge gives. A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps both." The Founding Fathers believed that the justification for public education was to make certain that the citizenry acquired the necessary "popular information" and concern for public issues.

As the political electorate broadened, the horizons of the educational system extended. The goal now became to offer all children a free public education. And as the base of education broadened, its purposes were enlarged. At first its mission was the intellectual preparation of youth for admission to institutions of higher education. Then citizenship education was added as a second and equally important objective.

Today society has become pluralistic, with a political base which includes virtually all who are eighteen or older. Public education has become mandatory and all-inclusive. It has accepted responsibility not only for the honing of minds and the shaping of good citizens but also for preparing students for life and work.

All of these responsibilities are vitally important, both to educators and newspapers. Only sharpened minds will keep alive the practice of reading—including newspaper reading—in the future.

People who influence their own careers and lives in positive ways recognize the need to inform and educate themselves. It is citizenship education, though, that has remained the most difficult and elusive. If the tensions and conflicts inherent in an open, pluralistic society are to be resolved, then popular information and widespread knowledge of the problems and issues confronting such a free society are crucial. The need for people who are both informed and concerned becomes painfully obvious with the realization that only 55 percent of the U.S. electorate voted in 1972.

The Newspaper in Education program makes its first and most important contribution toward development of informed and concerned citizens.

Why Newspapers for Citizenship Education?

People today seem to agree that their schools must provide "citizenship education," but that education never has been clearly defined. Perhaps we can make some progress toward that definition by describing some of the characteristics of "good citizens."

- First, they are personally committed to the basic values for which America stands and most particularly to the ideal of self-government in a free and open society. They understand not only their rights and responsibilities, but also the essential elements required to maintain and preserve freedom and self-government.
- Second, they are informed and knowledgeable about the problems and issues which confront North American society. They are aware that these are especially complex because of the rapid cultural and technological change which characterizes North America today.
- Third, they are concerned about finding alternative solutions to these pressing problems—and determining the price of these solutions.
- Fourth, they are willing to take action leading to the solution of these problems, and they do so with a concern for the common good as well as for their individual self-interest.
- And finally, they have mastered those abilities and skills needed for self-education beyond the period of formal schooling. Specifically, they have learned to read, as well as to listen, with understanding and discrimination, and to reflect on what they read and hear.

Obviously, this constitutes more than just a word picture of ideal 18-year-olds graduating from high school. The description establishes the validity and educational justification for the regular use of the daily newspaper as a tool of instruction.

The newspaper certainly is not the only purveyor of "popular information." There are a

multitude of other agencies and other news media, but they are not all of equal importance, nor do all of them influence the great masses of the citizenry. What, then, makes the daily newspaper particularly useful as an instructional tool for teachers and as a learning resource for students?

Students, given the opportunity, come to see the daily newspaper as a bridge between the confining and often unreal world of school, and the vibrant, confusing, and complex "real" world of which they are a part. Students will read a newspaper when they will *not* read other school materials because the newspaper records events which have meaning for them. They read it because what it records is real and within their experience. They find details in newspapers comprehensible when the generalities of textbooks are not. They discover that the newspaper provides current information which their school books are unable to keep up with. And in that twilight zone in which they exist–half child and half adult–adolescents take pride in using an adult resource. They view the newspaper as a kind of badge of adulthood.

Teachers, on the other hand, examine the newspaper as professionals and ask, "Will it help me teach better?" and "Will it help students learn more effectively?" Again, the evidence is convincing.

Each day's newspaper is filled with concrete cases and specific events which can be used to illuminate the abstract concepts, generalizations, and principles which undergird the academic disciplines. To culturally different or alienated students, especially, the newspaper "makes sense" out of the abstractions with which they are not yet prepared to deal. Each day's issue is rich in material which the creative, imaginative and innovative teacher can use to encourage students to discover for themselves some of the realities of the world in which they live, and to inquire into the baffling problems of their times.

Daily newspapers can become invaluable in helping prepare students to continue their education once they have left the classroom. Each day the press provides fresh source materials which the teacher can use to develop and reinforce the cognitive and judgmental abilities essential to reflective reading and thought. These abilities are the most important heritage teachers can bequeath toward the preservation of freedom and self-government.

There are no panaceas that will guarantee an education of excellence to every student. Certainly the use of the newspaper in the classroom is no miracle drug for the ills of education, but a good program can make a contribution to better citizenship education, better reading, and more effective and enjoyable learning. Newspapers will benefit because, in the long run, they will have more, better-informed readers whose standards will make possible an even better product. And the commonwealth itself will be the chief beneficiary, because the best bulwark of freedom is an unfettered citizenry able and anxious to read the news.

In the words of Thomas Jefferson, "When the press is free and every man able to read, all is safe."

American Newspaper Publishers Association (ANPA) Foundation is a non-profit educational organization devoted to strengthening the press in America. ANPA Foundation conducts an organized program with three principal objectives: advancing professionalism in the press; fostering public understanding of a free press; and cultivating future newspaper readers.

The Foundation serves the more than 500 local newspapers and school systems in the United States and Canada who conduct Newspaper in Education (NIE) programs. The Foundation provides an advisory service and distributes publications on using the newspaper as an instructional tool.

For information on ANPA Foundation's recent Newspaper in Education publications and other NIE publications, contact your local newspaper or the ANPA Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, D.C. 20041; (703) 620-9500.

Leo Rosten, in the Saturday Review/World, Oct. 23, 1973.

"Earnest majors in sociology sometimes write to ask, 'of all the things you read or have read, which gives or has given you the most pleasure and reward?'

"To this, I always reply, 'a newspaper.'

"The statement is true. It doesn't matter where I am or how I feel or what preoccupies me at the moment, nothing is as delicious, intriguing, surprising, risible or plain incredible to me as a newspaper. I once described this marvelous progeny of Gutenberg as 'a glorious bazaar, a circus of wonders and follies, a forum, a side show, a school, a stage.' "

American Newspaper Publishers Association Foundation
The Newspaper Center, Box 17407, Dulles International Airport, Washington, D.C. 20041